

# Spanish

*Vocabulary Builder*



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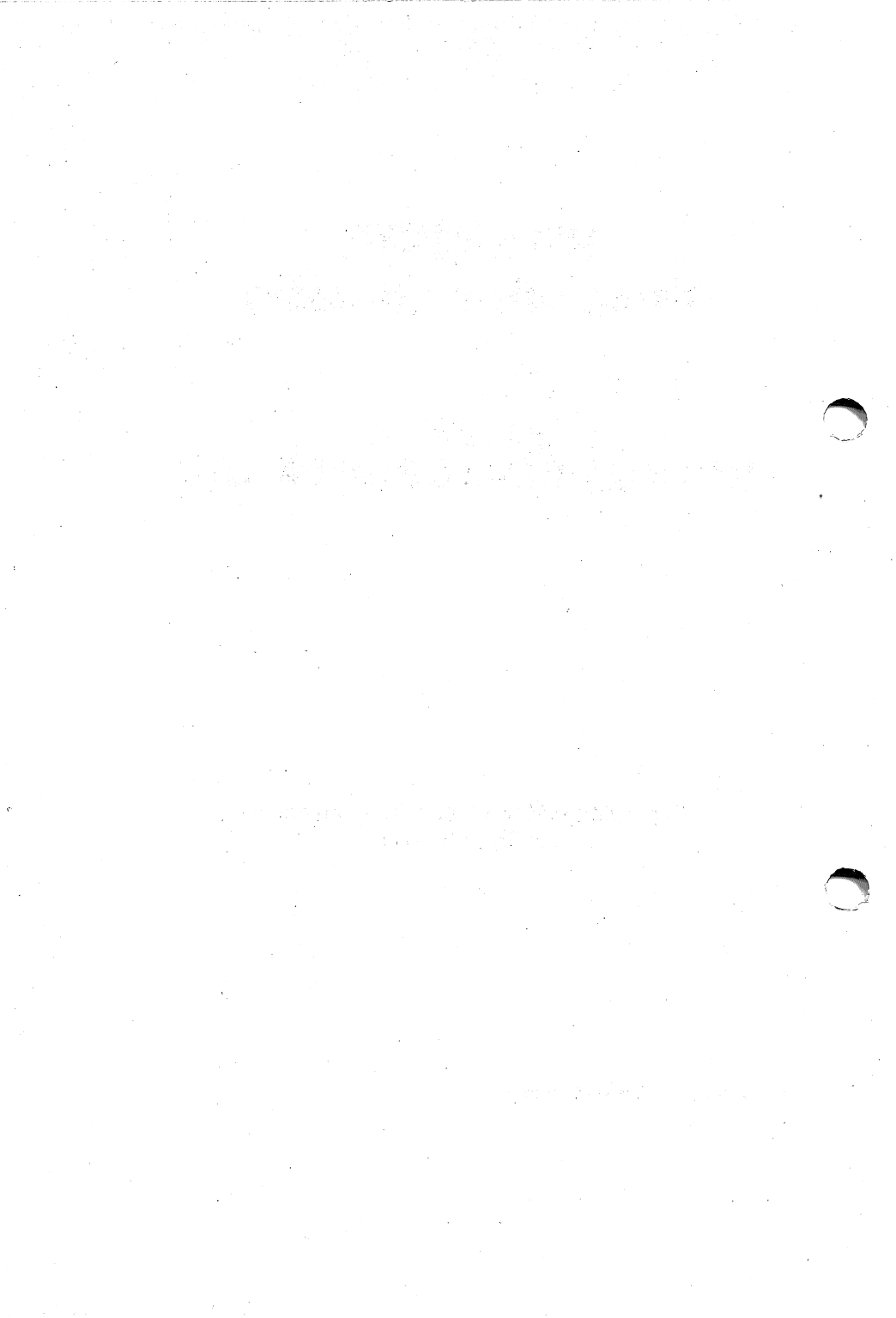


# **SPANISH: Vocabulary Builder**

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# PREFACE

**SPANISH: Vocabulary Builder** is a Control Data PLATO educational software package. It is available for use on APPLE II Plus®, ATARI 800®, and TEXAS INSTRUMENTS 99/4A® microcomputers.

The Spanish Vocabulary Builder is intended to be used as a supplemental activity to any introductory or refresher course in Spanish. The activity is designed as an introductory vocabulary builder to improve familiarity with 500 useful and common Spanish words. The activity provides vocabulary drill and practice in 10 categories. The drills are presented in two game-like formats: a Spanish version of the hangperson game, and a multiple-choice pyramid game.

This educational software support manual contains an introduction to the Spanish activity, the lesson flow, teaching and learning strategies, sample worksheets, and supplemental activities for the student.

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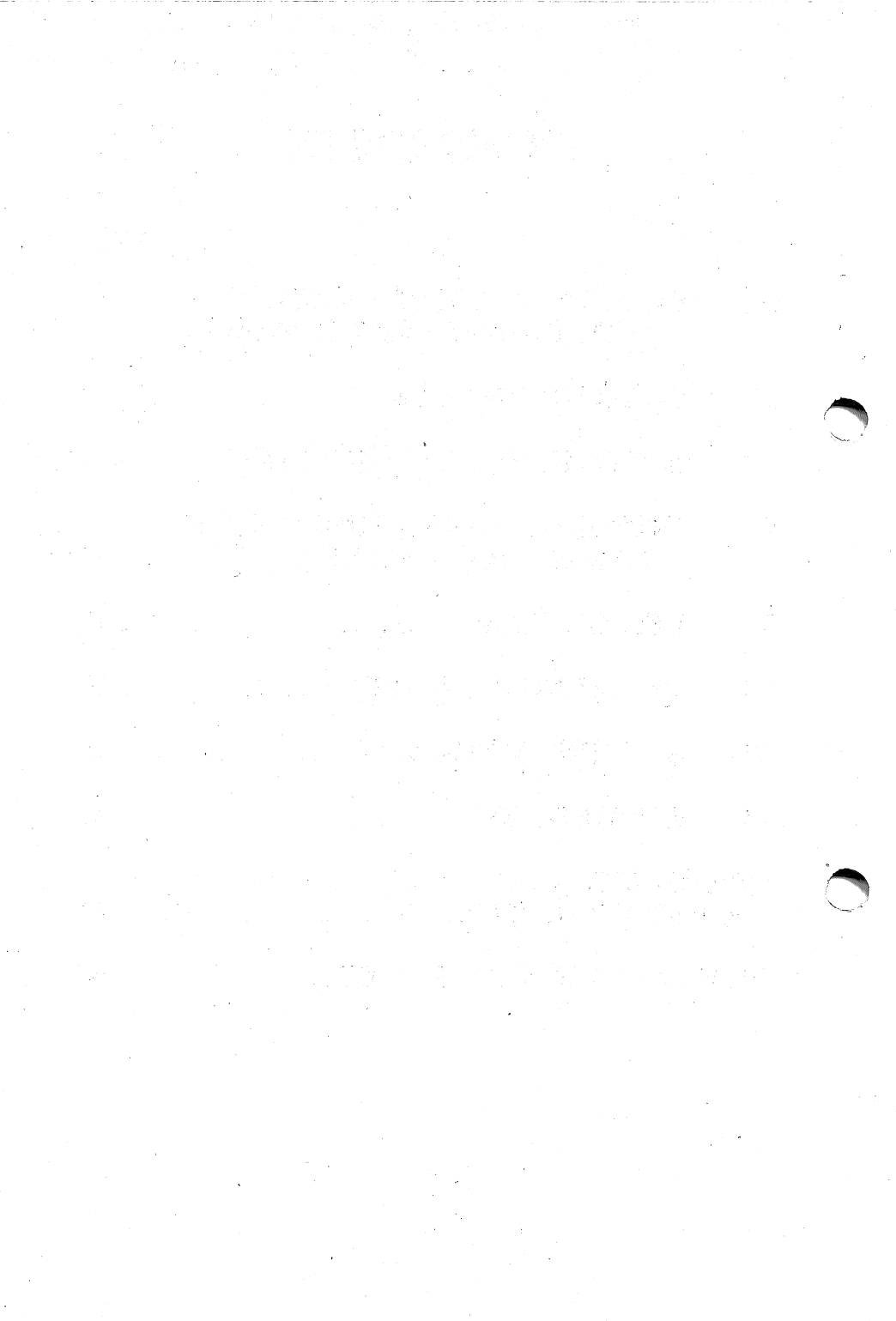
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# **I. EQUIPMENT CONFIGURATION AND LOADING INSTRUCTIONS**

## **EQUIPMENT CONFIGURATION**

In order to run a PLATO computer-based activity, one of the following microcomputer systems is necessary:

**1. An APPLE II Plus with the following:**

- a. TV or a monitor**
- b. 48K memory**
- c. Disk drive and controller**
- d. DOS 3.3 operating system**

**2. An ATARI 800 with the following:**

- a. TV or a monitor**
- b. 48K memory**
- c. Disk drive and controller**
- d. DOS 2 operating system**

3. A TEXAS INSTRUMENTS 99/4A with the following:
- a. TV or a monitor
  - b. 32K memory expansion
  - c. Disk drive and controller
  - d. PLATO Interpreter Cartridge\*

## LOADING THE MICROCOMPUTER

The Spanish activity is contained on a flexible disk that must be inserted into the disk drive. Figure 1 shows a disk and a disk drive.

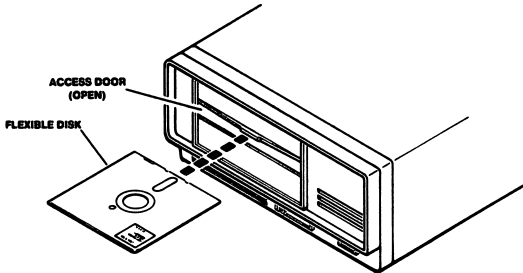


Figure 1. Disk and Disk Drive

To load the Spanish activity into the computer, follow the instructions for your microcomputer.

---

\*See the distribution information.

# **APPLE II PLUS**

1. Make sure the APPLE II Plus is off.
2. Insert the disk into the disk drive (see figure 1) and close the door of the disk drive.
3. Turn on the APPLE II Plus microcomputer.
4. The title page for Spanish will appear on the screen.

# **ATARI 800**

1. If the BASIC Computing Language (left cartridge) has not been removed, you must remove it.
2. Make sure that both the ATARI 800 computer and the ATARI 810 Disk Drive are turned off.
3. Turn on the ATARI 810 Disk Drive and wait for the busy light to go out.
4. Insert the disk into the disk drive (see figure 1) and close the door of the disk drive.
5. Now, turn on the ATARI 800 computer.
6. The title page for Spanish will appear on the screen.



# **TEXAS INSTRUMENTS 99/4A**

- 1. Connect the pieces according to the manufacturer's instructions and plug everything into the AC.**
- 2. Turn on the switches in the following order:**
  - a. Disk drive**
  - b. Disk controller**
  - c. RAM expansion**
  - d. CPU**
  - e. Monitor or TV**
- 3. Insert the PLATO Interpreter Cartridge into the CPU. The Texas Instruments standard display will appear on the screen.**
- 4. Press any key.**
- 5. Follow the prompts that appear on the screen to insert the disk and start the lesson.**
- 6. The title page for Spanish will appear on the screen.**

## **II. PUBLISHER'S NOTE**

Control Data Publishing Company, Inc. offers the opportunity to supplement introductory or refresher courses in foreign languages with language activity packages. These packages are designed to build vocabulary proficiency. Teachers and foreign language students can use these microcomputer-based support activities to reinforce and complement material taught in the classroom.

French, Spanish, and German are the most common foreign languages offered in junior and senior high schools. PLATO language vocabulary builder packages currently exist for all three languages.

The Spanish vocabulary builder can be used as a component in most introductory Spanish courses. It provides vocabulary drill and practice in a challenging and entertaining format.

Control Data Publishing is working toward quality courseware packages to supplement and support academic subjects.

1. The first part of the report is a general introduction to the subject of the study.

2. The second part of the report is a detailed description of the methods used in the study.

3. The third part of the report is a discussion of the results of the study.

4. The fourth part of the report is a conclusion and a list of references.

5. The fifth part of the report is a list of appendices.

# III. ACTIVITY PACKAGE SUMMARY

**Description:** **SPANISH: Vocabulary Builder** is a PLATO educational software package. It contains the Spanish computer-based activity and a support manual.


**Objective:** The Spanish activity is intended to provide drill and practice in recognizing and understanding a basic Spanish language vocabulary.

**Activity:** The Spanish activity has two separate kinds of exercises designed to motivate students to practice Spanish vocabulary drill. There is an animated version of hangperson and a multiple choice drill with a pyramid game format. The vocabulary consists of 500 words divided into 10 categories.


**Manual:** The support manual supplements the computer-based activity with the following material:

- Lesson flow:** The Lesson Flow section of this manual describes the steps in the Spanish activity. It includes the available features and options, and the scoring and record-keeping methods.
- Strategies:** The computer-based Spanish activity is primarily an individual or small group exercise. It may be used as an individual drill and practice session, as an assessment tool, or as a motivational exercise.
- Student materials:** The Student Materials section contains sample worksheets and a sample record-keeping sheet. The intended audience for this material is secondary level students.

# **IV. INTRODUCTION TO THE SPANISH VOCABULARY BUILDER**



The Spanish Vocabulary Builder is designed to be an educationally sound learning tool that increases a student's Spanish vocabulary in an environment of fun, excitement, and challenge. Using a game-like format, it provides drill and practice sessions for use in improving familiarity with the Spanish language.



The activity contains two kinds of drills. Both drills can be presented in one of three translation modes: English to Spanish, Spanish to English, or a combination of the two. One drill is the familiar hangperson game in which the student must guess the letters in a computer-selected word. The definition is given in one language, and the student must find its counterpart in the other. The other drill is a pyramid game in which the student must correctly answer twelve multiple-choice definition questions to complete a pyramid.

Both exercises use animated graphics to provide visual stimulation. In the pyramid game, additional interest is added by the scoring method. Questions are assigned an ever-increasing monetary value that doubles with each correct answer.

**Detailed instructions and constant feedback are provided by the computer. A help option for use when necessary is also provided. These features allow the exercises to be performed quickly and independently.**

**The Spanish activity contains 500 common and useful Spanish words. These words are divided into the ten following categories:**

- 1. Basic Words**
- 2. Personal**
- 3. Number Words**
- 4. Traveling**
- 5. Useful Verbs**
- 6. What to Eat**
- 7. Around Home**
- 8. Shopping**
- 9. School Days**
- 10. Miscellaneous**

**The vocabulary list for each of these categories can be displayed on the TV or monitor screen before an exercise begins. They are also included in the Student Materials section of this manual.**



When using the Vocabulary Builder, the student selects the type of drill, the category, and the translation mode.

The drill is primarily an independent exercise, but it may be done by a small group of students. The Student Materials may be used individually or integrated into large-group activities.

While much of the material in this manual is intended for classroom use, the exercises are also applicable for individual use at home or as part of a library of support material for any group interested in learning or reviewing basic Spanish.

## **PURPOSE**

- To provide drill and practice in recognizing and defining basic Spanish words
- To help students improve their ability to quickly translate English to Spanish and Spanish to English
- To help students build a Spanish vocabulary

# **PREREQUISITES**

**A basic introductory exposure to Spanish and a review of the vocabulary lists would be helpful to the student prior to using the Spanish Vocabulary Builder. Although this activity does not stress pronunciation, a basic understanding of the Spanish alphabet and the pronunciation and accenting of Spanish words would also be beneficial.**

# **V. LESSON FLOW**

## **LESSON**

When the Spanish activity begins, the student must choose the category of words to be practiced, the mode of translation, and whether to play the hangperson game or the pyramid game.

When a game has been chosen, the student has the option to begin the lesson immediately or review the rules and/or the vocabulary list for the selected category.

Words for each exercise are randomly selected from the vocabulary list.

Once an exercise has begun, the student may not go back and look at the vocabulary list.

### **Hangperson**

The hangperson game is played by guessing all of the letters in the word being translated. The game consists of words given in a random order.

The game begins with a display in the following format:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

— — — — —

### PICK A LETTER

I am thinking of a Spanish word meaning \_\_\_\_\_ .

(The blank represents the computer-selected word to be translated.)


The student guesses letters by entering them at the keyboard. When a letter is guessed, it disappears from the alphabet at the top of the screen.

A correct guess results in the letter appearing in its proper place in the requested word. An incorrect guess results in a segment of the gallows appearing on the screen. The student is allowed five incorrect guesses. On the sixth incorrect guess, a stick person appears hanging from the gallows and the student "loses." The computer then displays the correct answer for the student before moving on to the next word.

Once a letter has been guessed, it cannot be guessed again. If the student types an already guessed letter, the computer will not accept it.

## **Pyramid Game**


The Pyramid game consists of a series of twelve multiple-choice translation questions. A word is given in one language and four possible translations are listed. The student must identify the correct translation.



The object of this exercise is to correctly answer all the questions and “win” the largest possible amount of money.

The value of each succeeding question in the exercise is doubled. The first question is worth \$2.00. If the question is answered correctly, the second question is worth \$4.00, then \$8.00, and so forth.

Each answer builds a block of the pyramid. If, however, an incorrect answer is given, all of the previous blocks disappear and the value of the next question drops back to \$2.00.



When an answer is given, the computer tells the student whether the answer is right or wrong, and then the translations for all four possible answers appear to provide a quick review.

**There is a help option available. If the student requests help, one of the four possible answers will be translated, leaving only three from which the student may choose. The help option can be used only once for each question. If it is used, the student receives only half of the money for that question.**

## **SCORING AND RECORD-KEEPING**

**The computer automatically keeps track of the student's total earnings in each exercise.**

**In addition, personal or class records may be kept. For example, those students who have correctly answered all twelve questions in an exercise may be designated as members of a Millionaires Club for the appropriate category. Sample record sheets may be found in the Student Materials section of this manual.**

## **VI. TEACHING STRATEGIES**

The Spanish Vocabulary Builder is designed to reinforce lessons taught in the classroom. It can be effectively used by instructors and students in several ways. The following strategies are suggestions for instructional use of the Spanish activity. Instructors and students are also encouraged to vary these strategies or to develop additional methods for using the Vocabulary Builder.

### **INDIVIDUAL USE**

The Spanish Vocabulary Builder can be a valuable addition to a library of support materials for an introductory or review Spanish course. The availability of the Spanish Vocabulary Builder affords students the opportunity to test themselves on their understanding of a basic Spanish vocabulary, to practice words in categories in which extra drill is needed, and to provide a translation exercise.

### **SPANISH LAB**

An instructor may use the Vocabulary Builder as a complement to an audio Spanish lab exercise. The one would drill in auditory comprehension and the other in visual comprehension.



# **ASSESSMENT**

By observing a student's performance, an instructor may use the Spanish activity as an assessment tool for new students, transfer students, or students whose work needs extra evaluation.

## **SPANISH-SPEAKING STUDENTS**

Although the instructions and feedback for the Spanish Vocabulary Builder are in English, the actual exercises are applicable for a Spanish-speaking student learning English. With some extra help and preparation, the activity could be used in drilling these students and helping them to build their English vocabulary.

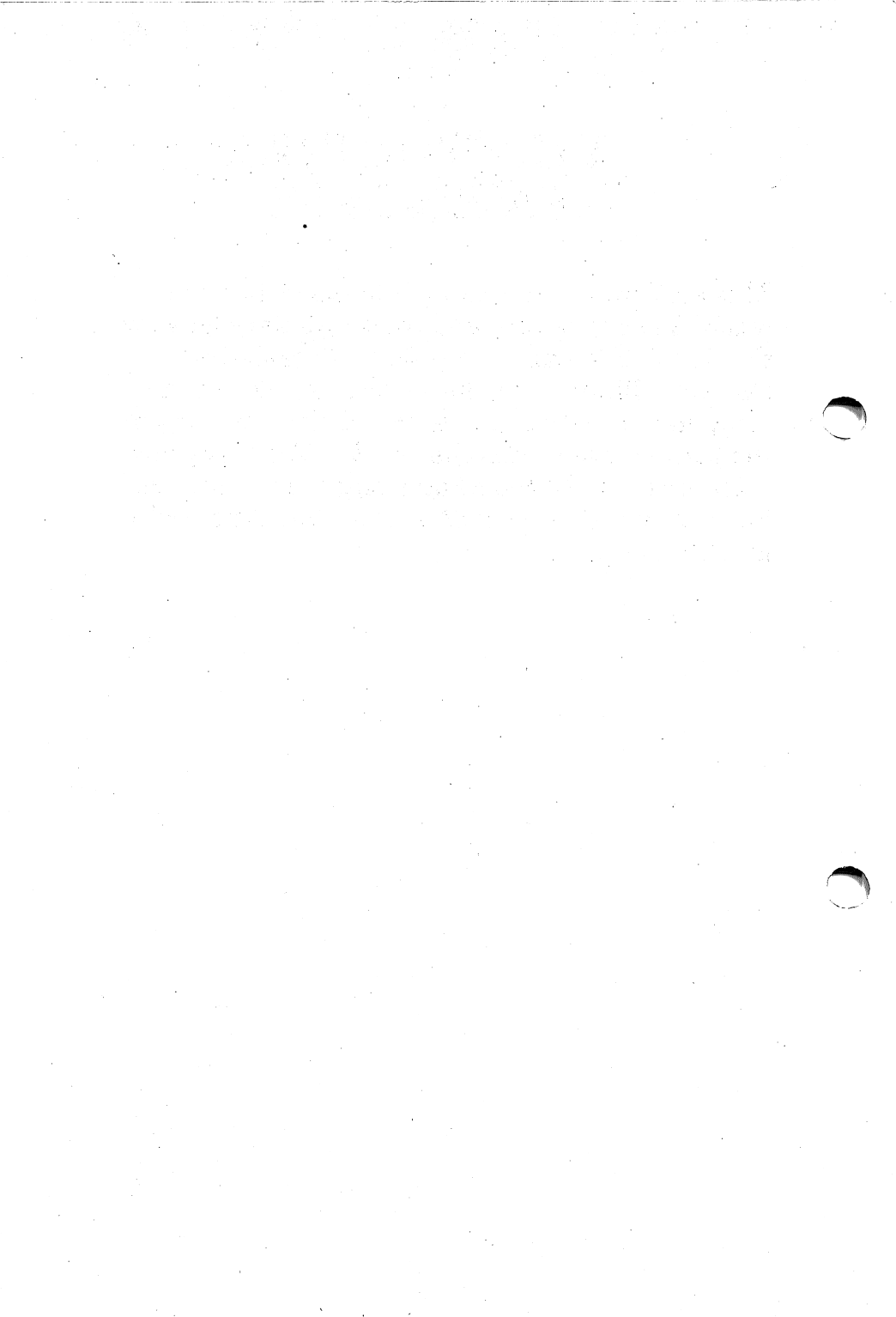
## **GROUP ACTIVITIES**

Students may work in small groups or teams of two or three to answer the questions in the exercises. This effort can be either cooperative (for example, alternating questions) or competitive (one student plays until he or she misses).

The vocabulary lists, worksheets, and record-keeping sheets can be used to integrate the lessons in the Spanish Vocabulary Builder into a large group or classroom activity.

## **VII. STUDENT MATERIALS**

This section contains sample worksheets, sample record-keeping sheets, and the vocabulary lists for the Spanish Vocabulary Builder. Because of character limitations, the vocabulary lists in the computer activity do not have articles. The lists in the manual do contain the articles. These support materials may be copied and used to integrate the Spanish Vocabulary Builder into classroom and group situations.



# SPANISH

## Worksheet 1 - Traveling

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Hour: \_\_\_\_\_

Directions: Match the English words on the left with their Spanish translations on the right.

- |                   |       |                 |
|-------------------|-------|-----------------|
| 1. purse          | _____ | a. la izquierda |
| 2. hello          | _____ | b. la lluvia    |
| 3. airplane       | _____ | c. la posada    |
| 4. car            | _____ | d. hola         |
| 5. left           | _____ | e. la agua      |
| 6. snow           | _____ | f. el río       |
| 7. trip           | _____ | g. el campo     |
| 8. sea            | _____ | h. el idioma    |
| 9. customs office | _____ | i. la aduana    |
| 10. coast         | _____ | j. el avión     |
| 11. language      | _____ | k. el verano    |
| 12. rain          | _____ | l. la nieve     |
| 13. bellboy       | _____ | m. el coche     |
| 14. road          | _____ | n. el mar       |
| 15. departure     | _____ | o. la bolsa     |
| 16. inn           | _____ | p. la carretera |
| 17. river         | _____ | q. el muchacho  |
| 18. summer        | _____ | r. la salida    |
| 19. country       | _____ | s. el viaje     |
| 20. water         | _____ | t. la costa     |

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# SPANISH

## Worksheet 2 - Useful Verbs

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Hour: \_\_\_\_\_

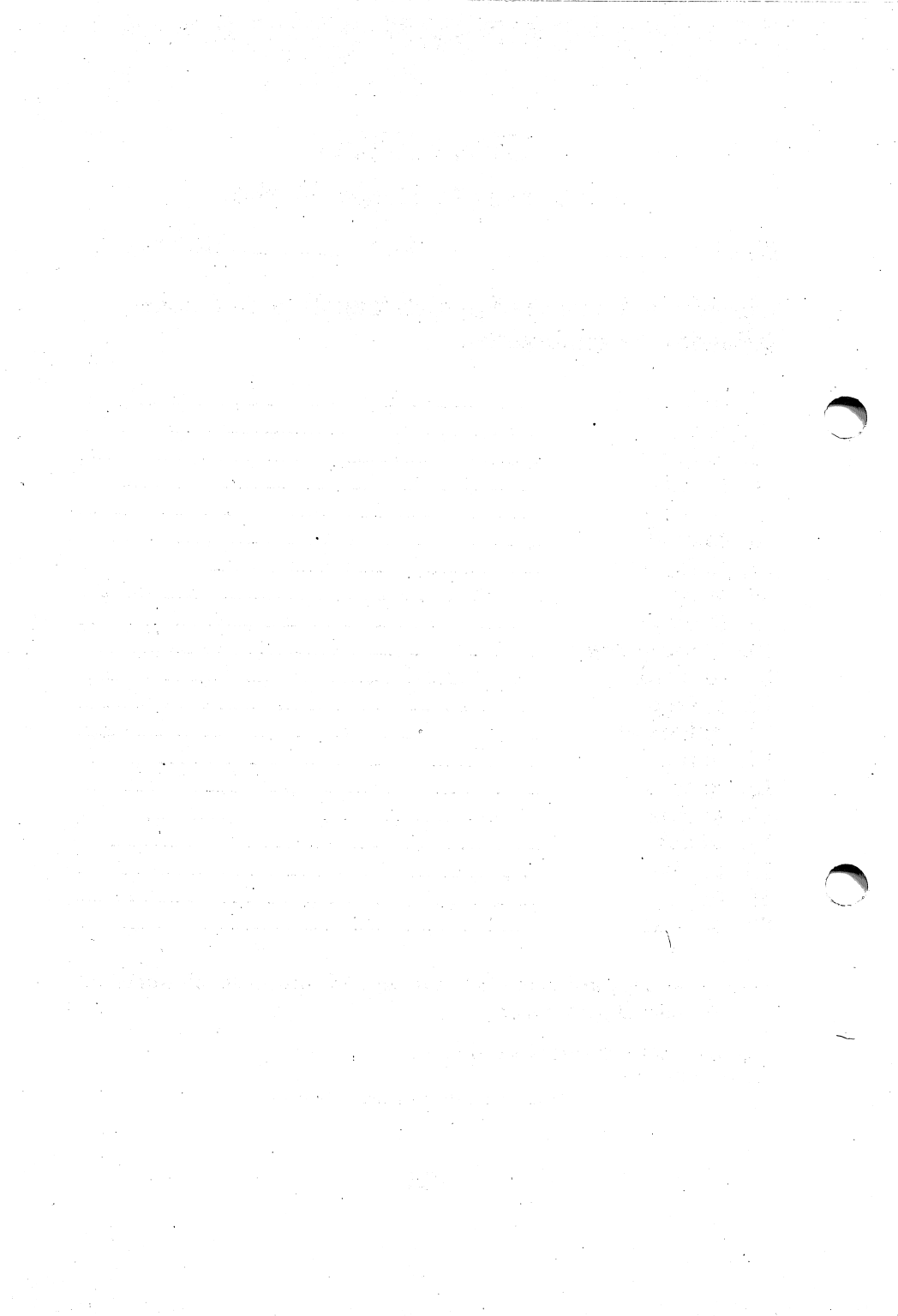
**Directions:** Write the Spanish translations for the following English verbs.

1. to live \_\_\_\_\_
2. to do \_\_\_\_\_
3. to have \_\_\_\_\_
4. to eat \_\_\_\_\_
5. to walk \_\_\_\_\_
6. to read \_\_\_\_\_
7. to forget \_\_\_\_\_
8. to say \_\_\_\_\_
9. to smile \_\_\_\_\_
10. to maintain \_\_\_\_\_
11. to think \_\_\_\_\_
12. to stop \_\_\_\_\_
13. to look at \_\_\_\_\_
14. to put \_\_\_\_\_
15. to cook \_\_\_\_\_
16. to carry \_\_\_\_\_
17. to ask \_\_\_\_\_
18. to give \_\_\_\_\_
19. to pay \_\_\_\_\_
20. to wait \_\_\_\_\_

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# SPANISH

## Worksheet 3 - What to Eat

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Hour: \_\_\_\_\_

Directions: If you and some friends ordered the following items from a Spanish menu, what would you have for dinner?

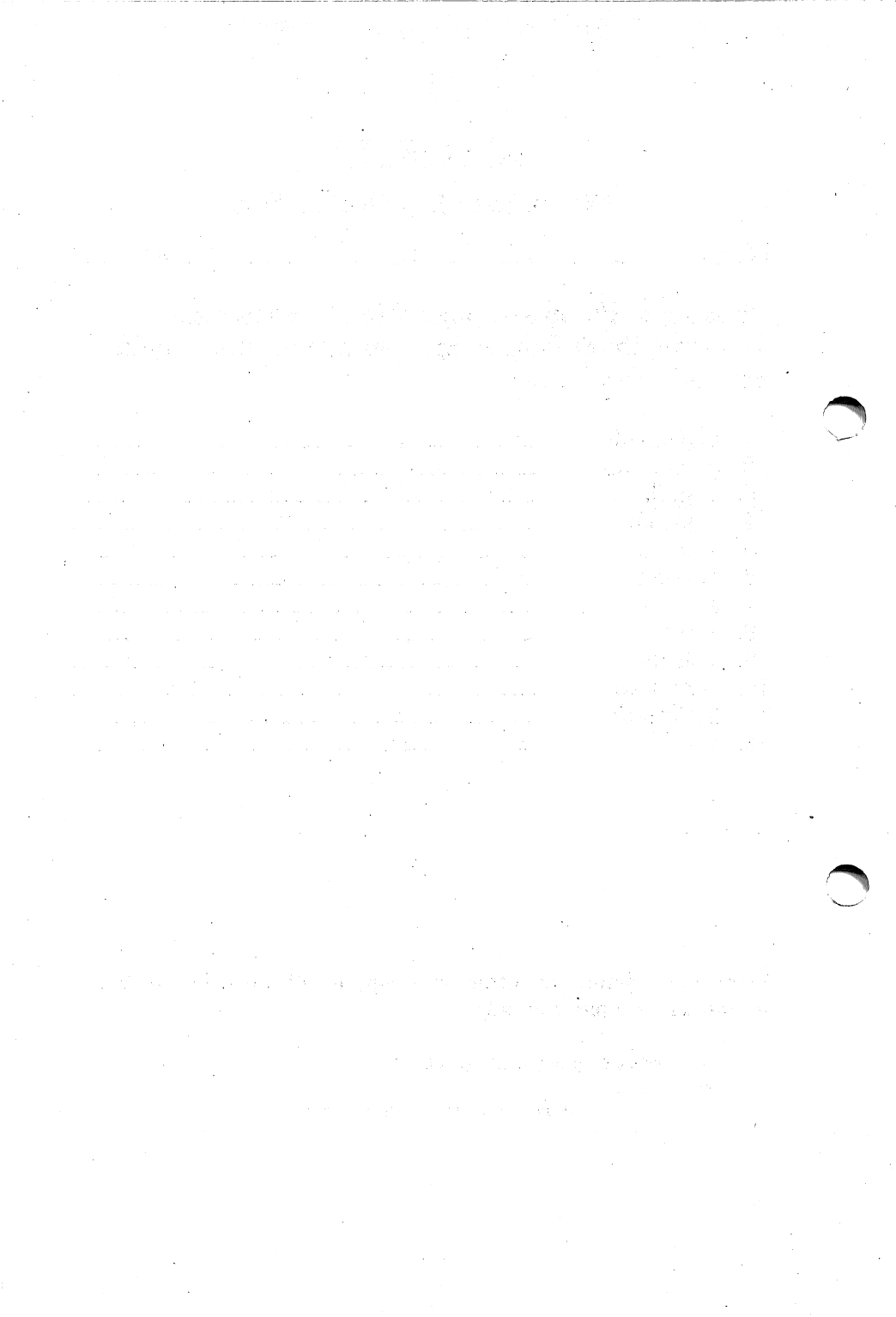
1. el pescado \_\_\_\_\_
2. los huevos \_\_\_\_\_
3. el pollo \_\_\_\_\_
4. el jamón \_\_\_\_\_
5. el pavo \_\_\_\_\_
6. la sopa \_\_\_\_\_
7. el vino \_\_\_\_\_
8. el jugo \_\_\_\_\_
9. la leche \_\_\_\_\_
10. el helado \_\_\_\_\_
11. las fresas \_\_\_\_\_
12. el café \_\_\_\_\_

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# SPANISH

## Worksheet 4 - Shopping

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Hour: \_\_\_\_\_

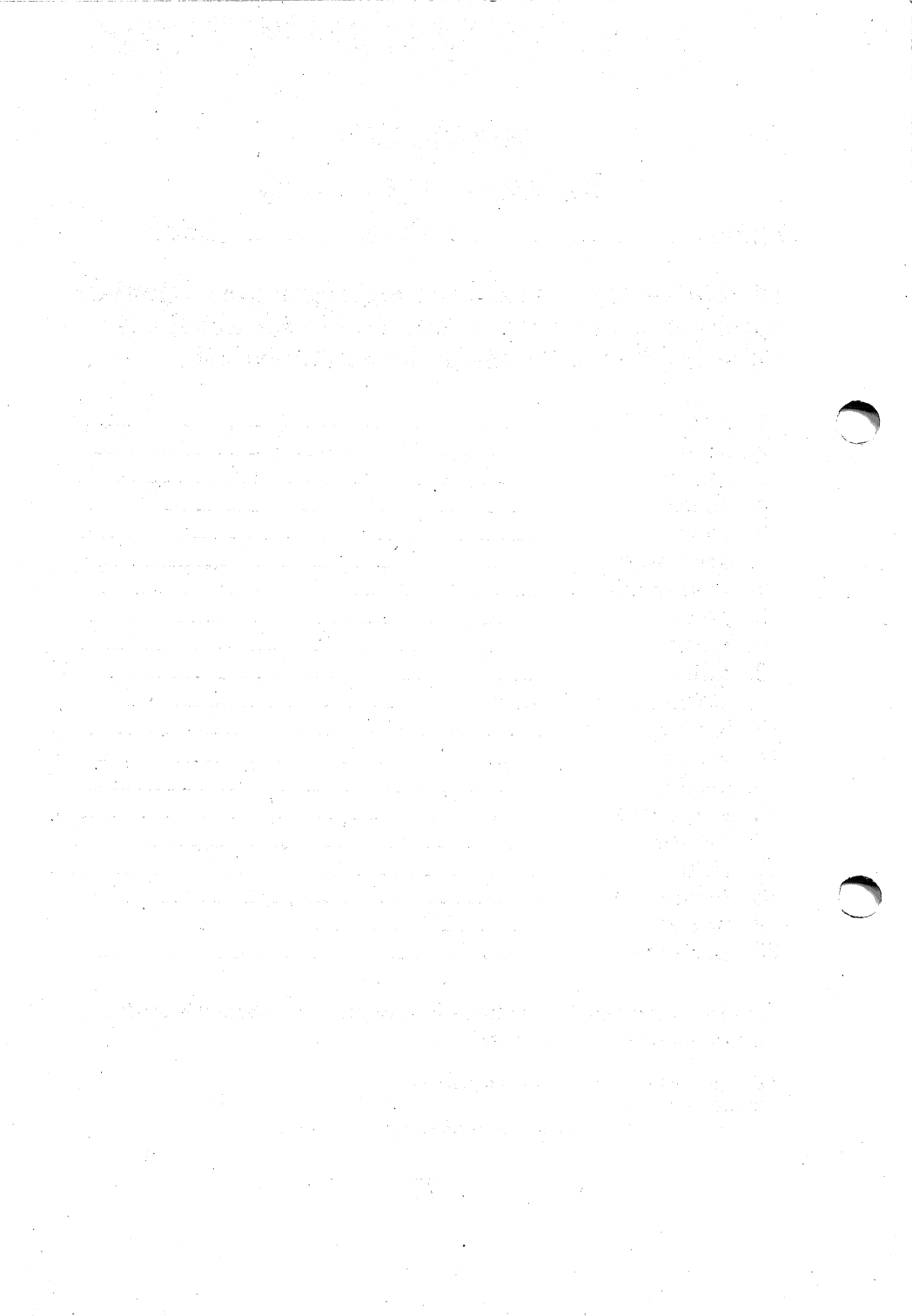
**Directions:** If you went on a shopping trip in a Spanish-speaking country, you might need to ask about the following items. Translate them into Spanish.

1. price \_\_\_\_\_
2. bank \_\_\_\_\_
3. cashier \_\_\_\_\_
4. check \_\_\_\_\_
5. store \_\_\_\_\_
6. drugstore \_\_\_\_\_
7. how much \_\_\_\_\_
8. butcher \_\_\_\_\_
9. baker \_\_\_\_\_
10. tailor \_\_\_\_\_
11. stamps \_\_\_\_\_
12. jewelry \_\_\_\_\_
13. watch \_\_\_\_\_
14. guide \_\_\_\_\_
15. magazine \_\_\_\_\_
16. blouse \_\_\_\_\_
17. tickets \_\_\_\_\_
18. bookstore \_\_\_\_\_
19. umbrella \_\_\_\_\_
20. perfume \_\_\_\_\_

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# SPANISH

## Worksheet 5 - School Days

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Hour: \_\_\_\_\_

**Directions:** Translate the English words in the list below into Spanish. Then find the Spanish words in the word find puzzle on the next page and circle them.

- |            |       |              |       |
|------------|-------|--------------|-------|
| 1. school  | _____ | 11. sentence | _____ |
| 2. class   | _____ | 12. name     | _____ |
| 3. teacher | _____ | 13. to learn | _____ |
| 4. theme   | _____ | 14. vacation | _____ |
| 5. chalk   | _____ | 15. bell     | _____ |
| 6. pen     | _____ | 16. recess   | _____ |
| 7. paper   | _____ | 17. choir    | _____ |
| 8. book    | _____ | 18. world    | _____ |
| 9. writer  | _____ | 19. vowel    | _____ |
| 10. comma  | _____ | 20. science  | _____ |

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MEMORANDUM FOR THE RECORD

DATE: 10/10/54

RE: [Illegible text]

[Illegible text]

[Illegible text]

[Illegible text]

# SPANISH

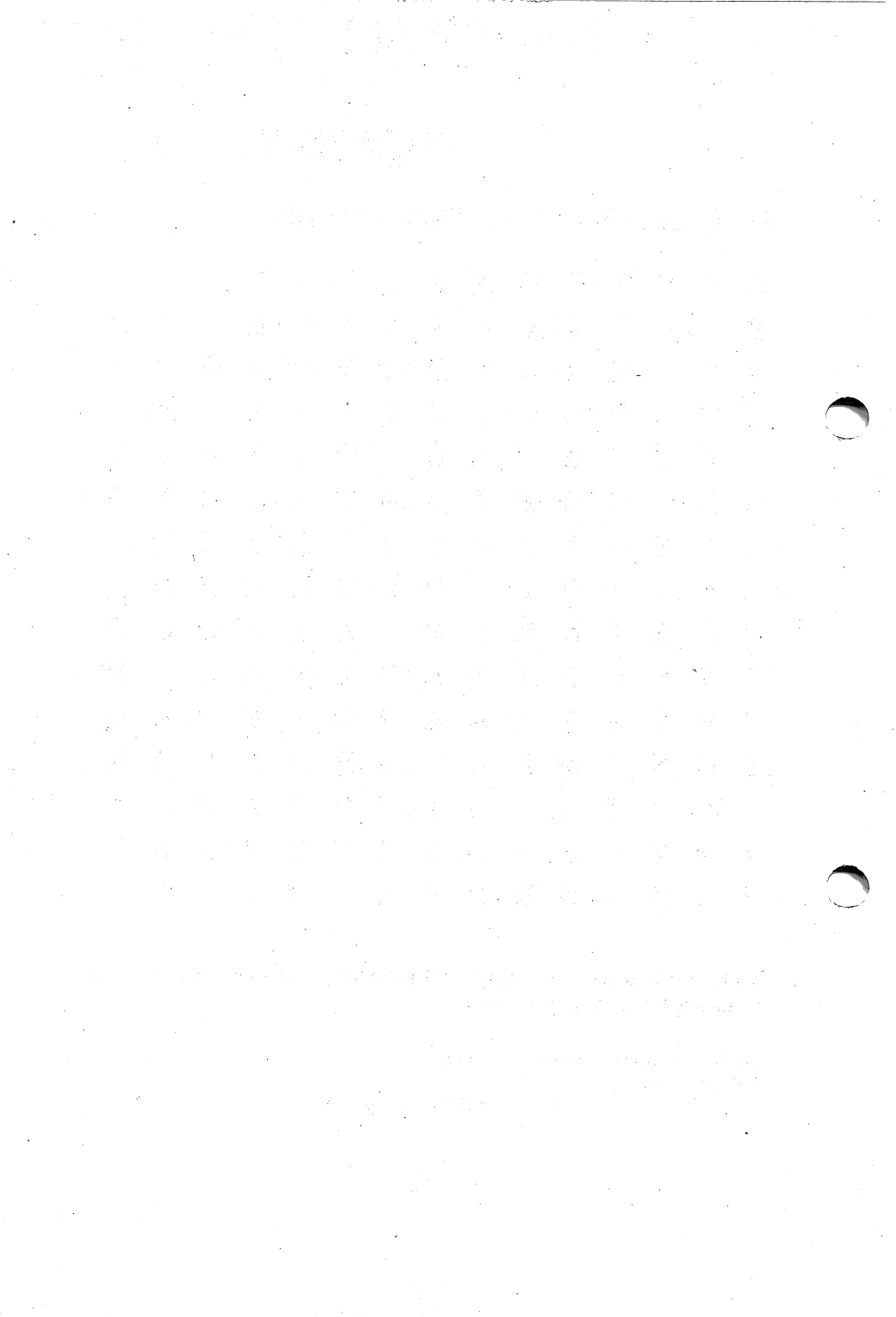
## Worksheet 5 - School Days (Contd)

Q U E R I O N E C I E N C I A  
P A P E L L O V A A M R O Z P  
R V I C I N T B M Z E U Q U A  
A N A R B O L U R I P E I M T  
L W H E R C L E R T I P U P I  
O R E O O P I S E T A N O I J  
L A S M I N O C P U D A U Q E  
A R A J O L A U L O N E P N R  
C O R A N M U E L A I Z O O B  
O J F U P I N L O L S A S I M  
V R T A R A E A P O Z E N C O  
I O N T M L J E R R F L L A N  
M A P E S C R I T O R A O C O  
V A T R E N O S R C U R N A L  
V R E D N E R P A S T O I V A

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# **SAMPLE PERSONAL RECORD SHEET**

## **Pyramid**

**Name:** \_\_\_\_\_

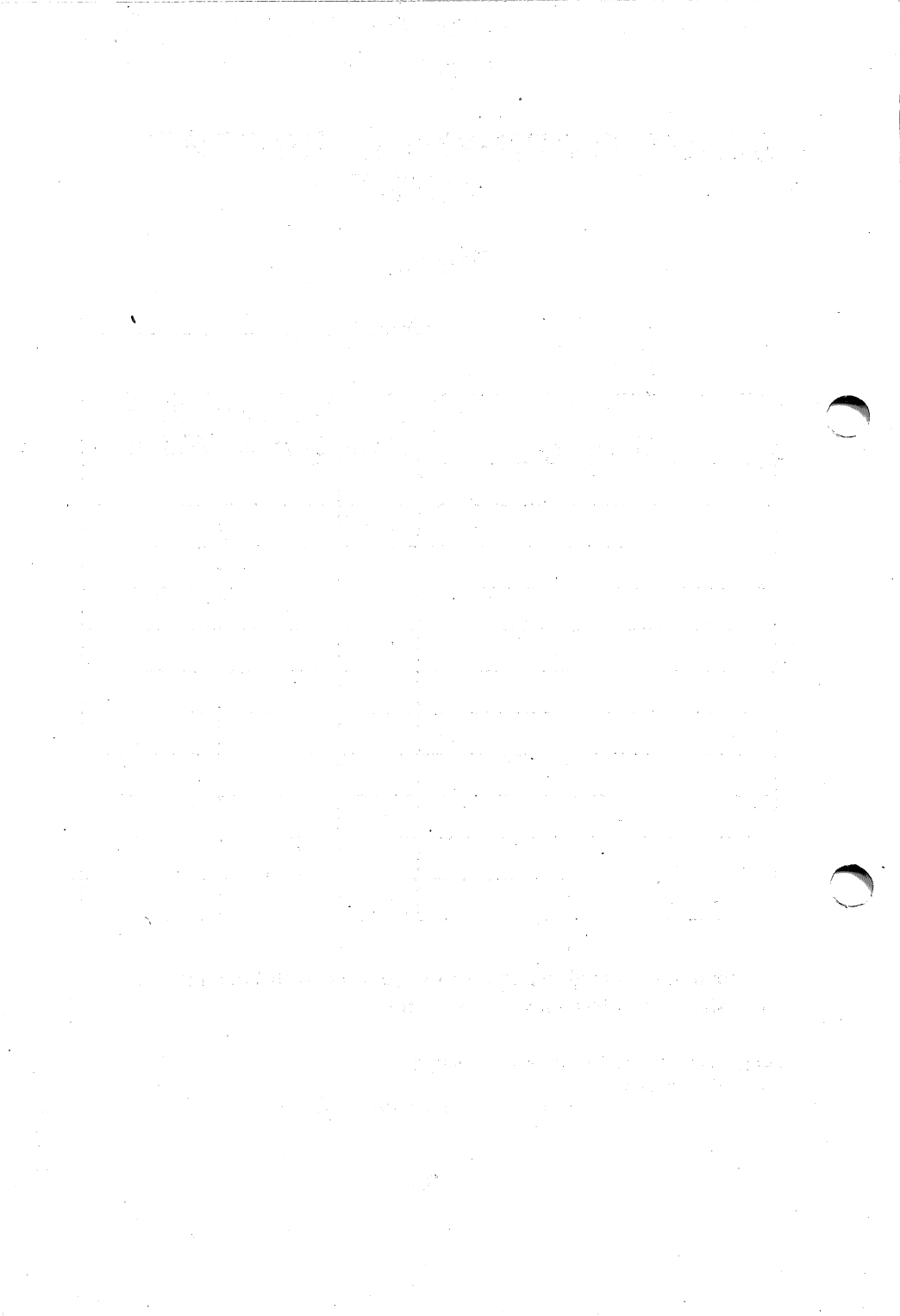
<b>Category</b>	<b>Date</b>	<b>Number Correct</b>	<b>Total Winnings</b>

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# **SAMPLE CLASS RECORD SHEET**

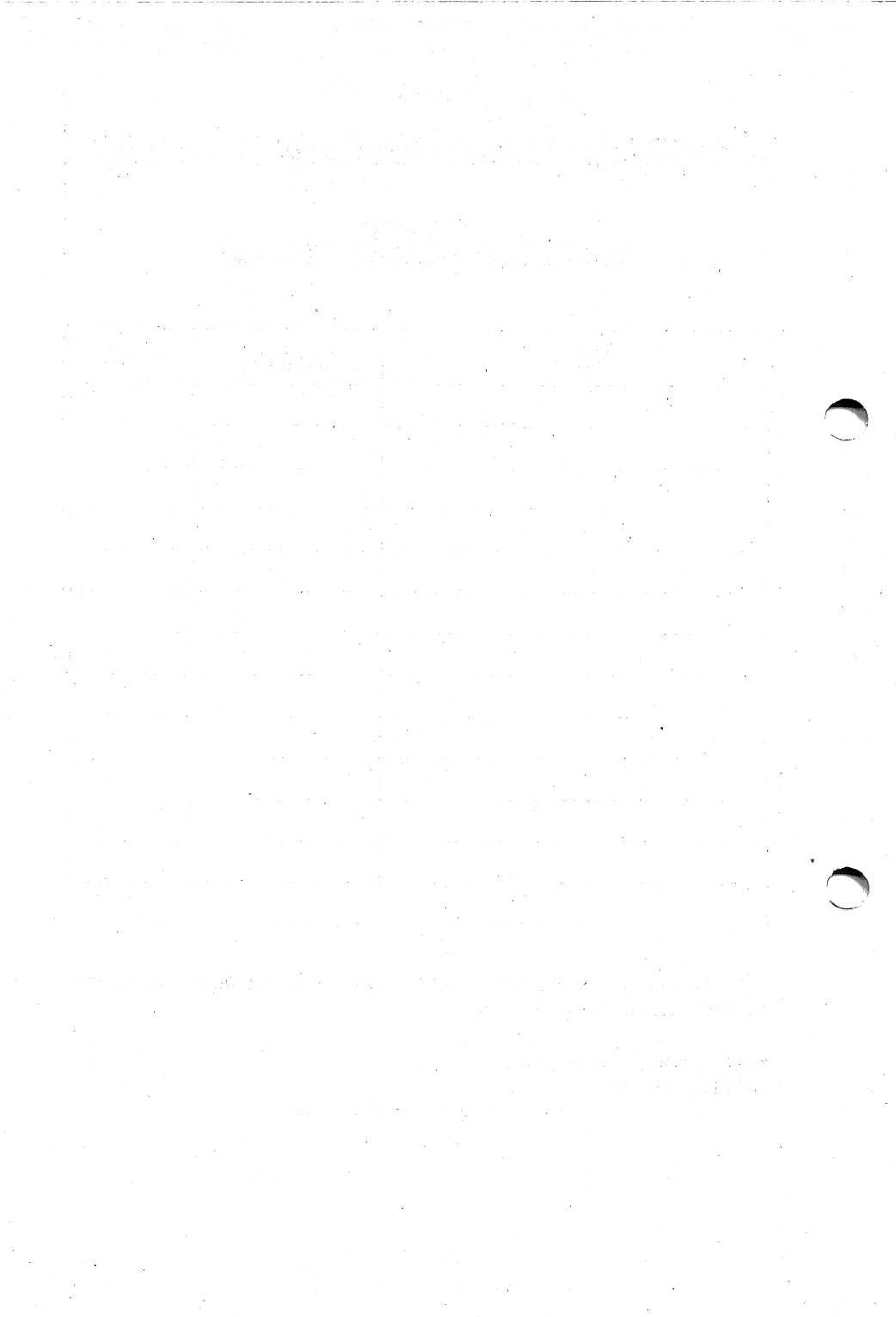
**Pyramid  
\$\$ MILLIONAIRES CLUB \$\$**

<b>Name</b>	<b>Category</b>	<b>Date</b>

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# **VOCABULARY LIST: BASIC WORDS**

you	usted	much	mucho
which	cuál	how	cómo
but	pero	from	de
in	en	each	cada
we	nosotros	far	lejos
I	yo	already	ya
outside	fuera	also	también
he	él	very	muy
she	ella	nothing	nada
perhaps	quizás	above	sobre
under	abajo	how much	cuánto
behind	detrás	every	todo

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## BASIC WORDS (Cont.)

around	alrededor	by	por
near	cerca	other	otro
without	sin	his	suyo
each	cada	just	justo
if	si	because	porque
why	por qué	before	antes
who	quién	with	con
when	cuándo	later	después
where	dónde	then	entonces
to	á	therefore	por eso
their	sus	sure	seguro
and	y	always	siempre
since	desde	my	mi

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# VOCABULARY LIST: PERSONAL

body	el cuerpo	knee	la rodilla
face	la cara	ankle	el tobillo
eye	el ojo	wrist	la muñeca
boot	la bota	foot	el pie
nose	la nariz	heart	el corazón
mouth	la boca	neck	el cuello
eyelash	la pestaña	finger nail	la uña
eyebrow	la ceja	shoulder	el hombro
cheek	la mejilla	back	la espalda
ear	la oreja	coat	el abrigo
tooth	el diente	dress	el vestido
tongue	la lengua	shoe	el zapato

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## **PERSONAL (Cont.)**

lip	el labio	socks	los calcetines
hair	el cabello	nightgown	el camisón
head	la cabeza	skirt	la falda
hand	la mano	shirt	la camisa
arm	el brazo	slacks	los pantalones
elbow	el codo	jacket	la chaqueta
finger	el dedo	belt	el cinturón
thumb	el pulgar	clothes	la ropa
stomach	el estómago	glove	el guante
waist	la cintura	scarf	el pañuelo
breast	el pecho	slipper	la zapatilla
leg	la pierna	hat	el sombrero
thigh	el muslo	necktie	la corbata

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# VOCABULARY LIST: NUMBER WORDS

first	primero	seventy	setenta
second	segundo	eighty	ochenta
third	tercero	ninety	noventa
fourth	cuarto	million	millón
fifth	quinto	twenty	veinte
sixth	sexto	number	número
seventh	séptimo	thirty	treinta
eighth	octavo	forty	cuarenta
ninth	noveno	fifty	cincuenta
tenth	décimo	sixty	sesenta
one	uno	hundred	cien
two	dos	thousand	mil

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## NUMBER WORDS (Cont.)

three	tres	January	enero
four	cuatro	February	febrero
five	cinco	March	marzo
six	seis	April	abril
seven	siete	May	mayo
eight	ocho	June	junio
nine	nueve	July	julio
ten	diez	August	agosto
eleven	once	September	septiembre
twelve	doce	October	octubre
thirteen	trece	November	noviembre
fourteen	catorce	December	diciembre
fifteen	quince	month	el mes

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# VOCABULARY LIST: TRAVELING

purse	la bolsa	customs	la aduana
goodbye	adiós	coast	la costa
hello	hola	earth	la tierra
morning	la mañana	language	el idioma
noon	la tarde	luggage	el equipaje
night	la noche	arrival	la llegada
day	el día	departure	la salida
airplane	el avión	foreigner	el extranjero
car	el coche	museum	el museo
bus	el autobús	church	la iglesia
boat	el bote	hospital	el hospital
left	la izquierda	passport	el pasaporte

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## TRAVELING (Cont.)

right	la derecha	elevator	el ascensor
wind	el viento	border	la frontera
snow	la nieve	bellboy	el muchacho
rain	la lluvia	doorman	el portero
inn	la posada	porter	el conserje
sun	el sol	hotel	el hotel
trip	el viaje	week	la semana
water	la agua	year	el año
sea	el mar	season	la estación
river	el río	summer	el verano
mountain	la montaña	winter	el invierno
road	la carretera	spring	la primavera
country	el campo	autumn	el otoño

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# **VOCABULARY LIST: USEFUL VERBS**

to buy	comprar	to go	ir
to live	vivir	to push	empujar
to die	morir	to stretch	estirar
to do	hacer	to think	pensar
to love	amar	to stop	parar
to have	tener	to close	cerrar
to eat	comer	to look at	mirar
to lose	perder	to make	hacer
to run	correr	to throw	tirar
to walk	andar	to put	poner
to write	escribir	to cook	cocinar
to read	leer	to see	ver

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## USEFUL VERBS (Cont.)



to sleep	dormir	to carry	llevar
to enter	entrar	to wash	lavar
to stay	permanecer	to answer	responder
to forget	olvidar	to ask	preguntar
to follow	seguir	to send	mandar
to hear	oír	to give	dar
to say	decir	to hide	esconder
to help	ayudar	to move	mover
to laugh	reír	to pay	pagar
to smile	sonreír	to reach	alcanzar
to leave	salir	to remember	recordar
to maintain	sostener	to receive	recibir
to give	dar	to wait	esperar

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# VOCABULARY LIST: WHAT TO EAT



apple	la manzana	strawberry	la fresa
banana	el plátano	pear	la pera
orange	la naranja	chicken	el pollo
lemon	el limón	egg	el huevo
appetite	el apetito	fish	el pescado
apron	el delantal	wine	el vino
bottle	la botella	chocolate	el chocolate
ice cream	el helado	soup	la sopa
juice	el jugo	coffee	el café
bread	el pan	hot	caliente
vegetable	el legumbre	tuna	el atún
meat	la carne	cold	frío

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## WHAT TO EAT (Cont.)

meal	la comida	tomato	el tomate
broth	el caldo	knife	el cuchillo
sugar	el azúcar	fork	el tenedor
salt	la sal	spoon	la cuchara
pepper	la pimienta	recipe	la receta
margarine	la margarina	food	el alimento
milk	la leche	hunger	hambre
cake	el bizcocho	cream	la crema
oven	el horno	ham	el jamón
dessert	el postre	lettuce	la lechuga
rice	el arroz	mustard	la mostaza
cheese	el queso	turkey	el pavo
cherry	la cereza	sweet	dulce

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# **VOCABULARY LIST: AROUND HOME**

house	la casa	chimney	la chimenea
chair	la silla	brush	el cepillo
window	la ventana	comb	el peine
table	la mesa	floor	el suelo
father	el padre	ceiling	el techo
mother	la madre	wall	la pared
baby	el bebé	carpet	el alfombra
son	el hijo	couch	el sofá
daughter	la hija	blanket	la manta
child	el niño	sheet	la sábana
brother	el hermano	house	la casa
sister	la hermana	boy	el chico

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## AROUND HOME (Cont.)

aunt	la tía	girl	la chica
uncle	el tío	garage	el garaje
door	la puerta	family	la familia
bed	la cama	roof	el tejado
bureau	la cómoda	matches	los fósforos
mirror	el espejo	soap	el jabón
bath	el baño	box	la caja
plate	el plato	curtain	la cortina
glass	el vaso	drawer	el cajón
cup	la taza	clock	el reloj
fire	el fuego	kitchen	la cocina
flower	la flor	husband	el esposo
garden	el jardín	wife	la esposa

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# VOCABULARY LIST: SHOPPING

to buy	comprar	yes	sí
to sell	vender	no	no
money	el dinero	tobacco	el tabaco
to cash	cambiar	jewelry	las joyas
price	el precio	watch	el reloj
amount	la cantidad	sidewalk	la acera
sale	la venta	to spend	gastar
to pay	pagar	good	bueno
gold	el oro	bad	malo
bank	el banco	errand	el recado
cashier	la cajera	business	el negocio
check	el cheque	thing	la cosa

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## SHOPPING (Cont.)

expensive	caró	expense	el gasto
per cent	por ciento	guide	el/la guía
penny	el centavo	magazine	la revista
store	la tienda	blouse	la blusa
drug store	la farmacia	ticket	el billete
market	el mercado	studio	el estudio
how much	cuánto	bookshop	la librería
dress	el vestido	round	redondo
butcher	el carnicero	package	el paquete
baker	el panadero	ounce	la onza
tailor	el sastre	heavy	pesado
tip	la propina	umbrella	el paraguas
stamps	los sellos	perfume	el perfume

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# **VOCABULARY LIST: SCHOOL DAYS**

school	la escuela	to erase	borrar
class	la clase	king	el rey
student	el/la estudiante	queen	la reina
teacher	el profesor	writer	el escritor
desk	el pupitre	comma	la coma
chalk	la tiza	period	el punto
pen	la pluma	sentence	la frase
pencil	el lápiz	name	el nombre
paper	el papel	careful	cuidado
language	el idioma	topic	el tema
science	la ciencia	task	la tarea
French	Francés	true	la verdad

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## **SCHOOL DAYS (Cont.)**

<b>English</b>	<b>Inglés</b>	<b>to think</b>	<b>pensar</b>
<b>German</b>	<b>Alemán</b>	<b>to learn</b>	<b>aprender</b>
<b>Russian</b>	<b>Ruso</b>	<b>music</b>	<b>la música</b>
<b>Chinese</b>	<b>Chino</b>	<b>bell</b>	<b>la campana</b>
<b>Spanish</b>	<b>Español</b>	<b>recess</b>	<b>el recreo</b>
<b>Italian</b>	<b>Italiano</b>	<b>choir</b>	<b>el coro</b>
<b>Greek</b>	<b>Griego</b>	<b>vacation</b>	<b>la vacación</b>
<b>Japanese</b>	<b>Japonés</b>	<b>map</b>	<b>el mapa</b>
<b>algebra</b>	<b>la álgebra</b>	<b>world</b>	<b>el mundo</b>
<b>game</b>	<b>la partida</b>	<b>lecture</b>	<b>el discurso</b>
<b>book</b>	<b>el libro</b>	<b>false</b>	<b>falso</b>
<b>exercise</b>	<b>el ejercicio</b>	<b>consonant</b>	<b>el consonante</b>
<b>poetry</b>	<b>la poesía</b>	<b>vowel</b>	<b>la vocal</b>

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# **VOCABULARY LIST: MISCELLANEOUS**

dog	el perro	empty	vacío
cat	el gato	equal	igual
nothing	nada	same	mismo
new	nuevo	strong	fuerte
old	viejo	mouse	el ratón
young	joven	happy	feliz
black	negro	sad	triste
red	rojo	lamb	el cordero
green	verde	deer	el ciervo
white	blanco	bear	el oso
yellow	amarillo	wolf	el lobo
blue	azul	needle	la aguja

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## MISCELLANEOUS (Cont.)

brown	marrón	thread	el hilo
Monday	el lunes	bird	la ave
Tuesday	el martes	fat	gordo
calendar	el calendario	thin	delgado
Thursday	el jueves	difficult	difícil
Friday	el viernes	work	trabajo
Saturday	el sábado	darling	querida
Sunday	el domingo	thank you	gracias
cow	la vaca	famous	célebre
horse	el caballo	pretty	bonita
hat	el sombrero	perfect	perfecto
easy	fácil	poor	pobre
full	lleno	rich	rico

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# VIII. ANSWER KEY

## Worksheet 1

1. o
2. d
3. j
4. m
5. a
6. l
7. s
8. n
9. i
10. t

11. h
12. b
13. q
14. p
15. r
16. c
17. f
18. k
19. g
20. e

## Worksheet 2

1. vivir
2. hacer
3. tener
4. comer
5. andar
6. leer
7. olvidar
8. decir
9. sonreír
10. sostener

11. pensar
12. parar
13. mirar
14. poner
15. cocinar
16. llevar
17. preguntar
18. dar
19. pagar
20. esperar



### **Worksheet 3**

1. fish
2. eggs
3. chicken
4. ham
5. turkey
6. soup

7. wine
8. juice
9. milk
10. ice cream
11. strawberries
12. coffee

### **Worksheet 4**

1. el precio
2. el banco
3. la cajera
4. el cheque
5. la tienda
6. la farmacia
7. cuánto
8. el carnicero
9. el panadero
10. el sastre

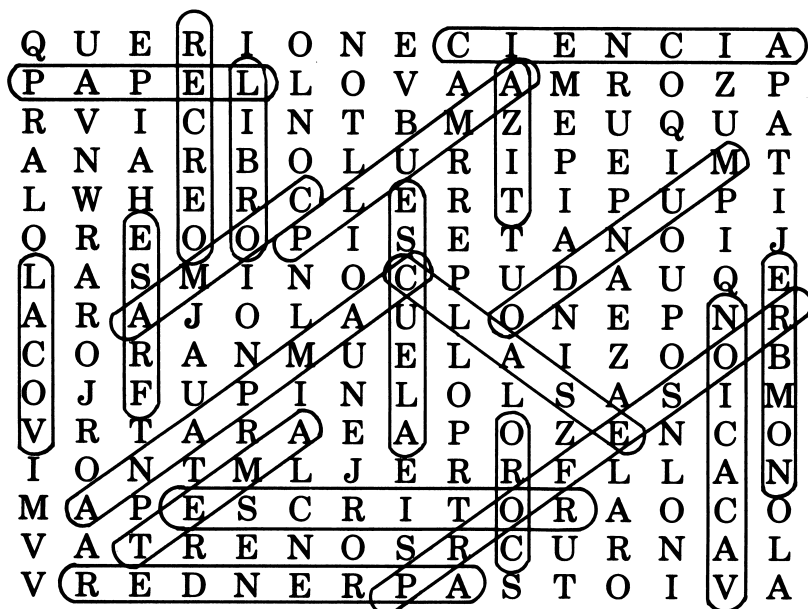
11. los sellos
12. las joyas
13. el reloj
14. el/la guía
15. la revista
16. la blusa
17. los billetes
18. la librería
19. el paraguas
20. el perfume

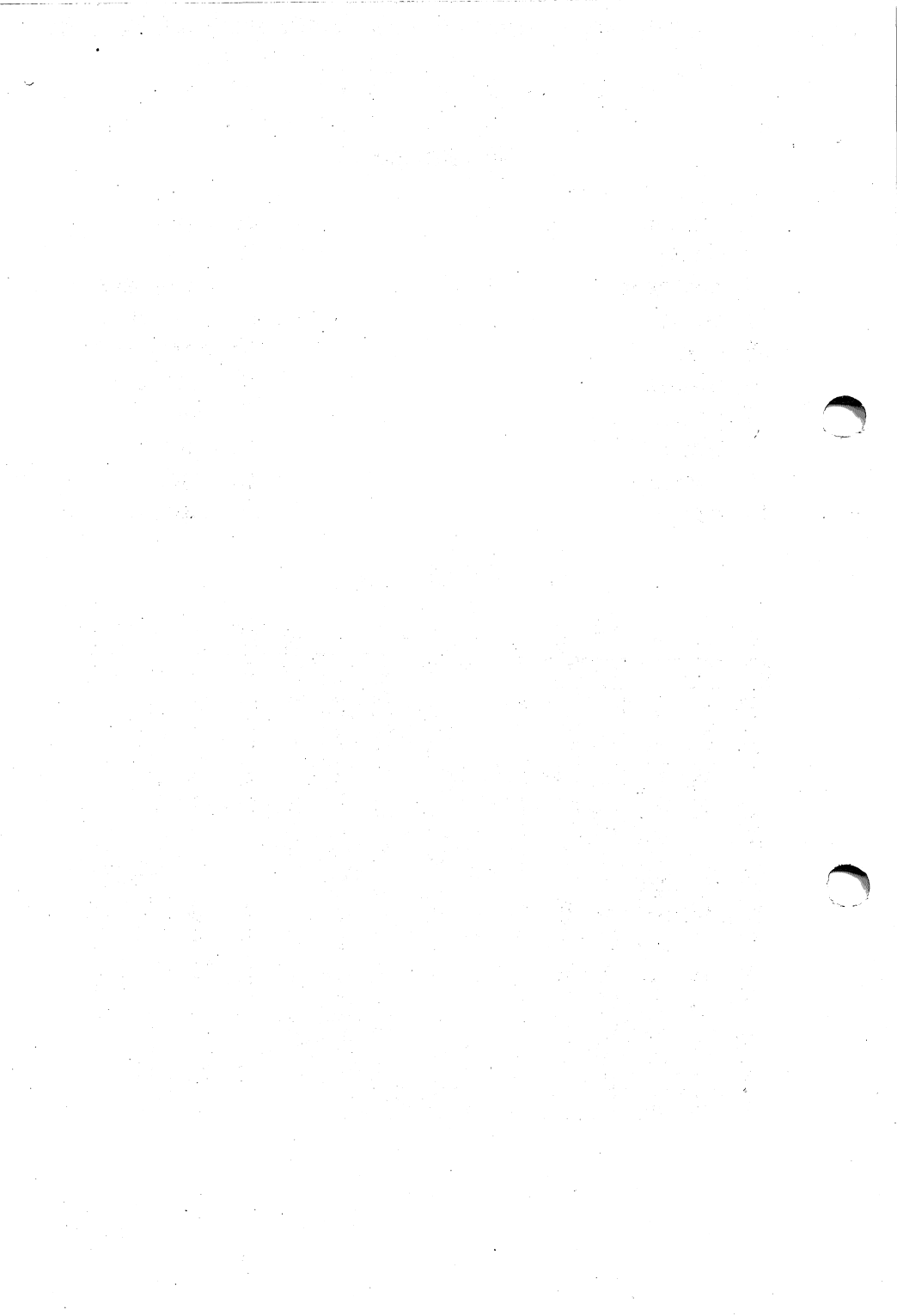
## Worksheet 5

1. escuela
2. clase
3. profesor
4. tema
5. tiza
6. pluma
7. papél
8. libro
9. escritor
10. coma

11. frase
12. nombre
13. aprender
14. vacacion
15. campana
16. recreo
17. coro
18. mundo
19. vocal
20. ciencia

## Puzzle Key





# **INFORMATION ON ADDITIONAL PRODUCTS**

## **BASIC NUMBER FACTS**

Practice in basic numbers including addition without carrying, subtraction without borrowing, and multiplication/division with single digits. A “Speedway” format allows children to “race” against time to build up their speed in these math areas. Designed for elementary students or any student requiring practice with basic whole number operations.

## **WHOLE NUMBERS**

Practice in whole number operations. Interest is developed by use of a simulated pinball game to build skills in addition, subtraction, multiplication, division, and mixed numbers. Designed for elementary and junior high math students.

## **FRACTIONS**

Practice locating fractions on a number line. Students are challenged to “burst” balloons by “throwing” darts at the correct location on the number line. Balloons may be burst in any order, on

a trial-and-error basis, until none are left. The exercise may be carried out with or without negative numbers. The difficulty adjusts to the student's performance. Designed for elementary math students.

## **DECIMALS**

Practice locating decimal numbers on the number line. Students are challenged to "burst" balloons by "throwing" darts at the correct location on the number line. Numbers are entered on a trial-and-error basis. Difficulty adjusts to the student's performance. Designed for elementary math students.

## **FRENCH VOCABULARY BUILDER**

Students are given a basic vocabulary of 500 words including useful verbs, number words, words commonly used in traveling, shopping, in restaurants, or in the home. The format of either "hangperson" or "pyramid building" in structured groups of related words provides students with context and similarity clues to help them increase their proficiency. Designed to supplement introductory-level and refresher courses.

# **GERMAN VOCABULARY BUILDER**

Students are given a basic vocabulary of 500 words including useful verbs, number words, words commonly used in traveling, shopping, in restaurants, or in the home. The format of either “hangperson” or “pyramid building” in structured groups of related words provides students with context and similarity clues to help them increase their proficiency. Designed to supplement introductory-level and refresher courses.

## **COMPUTER LITERACY - INTRODUCTION**

This lesson is a foundation for a full curriculum in computer literacy or simple programming. It gives a brief introduction to the history, uses, and issues surrounding computers in today’s society presented in a friendly, nonintimidating manner with touches of humor and simple supportive graphics. Designed for junior or senior high and vocational school students.

# **PHYSICS - ELEMENTARY MECHANICS**

**This is a problem-solving lesson in the elementary mechanics of physics. Students are shown a physical problem and an initial budget of \$25. They must “purchase” missing pieces of information required to answer the problem correctly. Once enough information is gathered, the student calculates the answer. The objective is to request the least amount of necessary information to understand the problem, thus “spending” the least amount of money. The emphasis is on understanding the problem, rather than just supplying the correct answers. Designed for senior high physics students.**

**These lessons have been designed for use by students at specific grade levels, but you don't have to be a student to enjoy these lessons as refresher exercises, skill building tools, or recreation.**

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# NOTES

# NOTES

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# Spanish

## *Vocabulary Builder*

Students are given a basic vocabulary of 500 words including useful verbs, number words, words commonly used in traveling, shopping, in restaurants or the home. The format of either "hangman" or "pyramid building" in structured groups of related words provides students with context and similarity clues to help them increase their proficiency. Designed to supplement introductory level and refresher courses.

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